

Caterpillar Corner

Humphrey Booth Day Centre, Heath Avenue, SALFORD, M7 1NY



Inspection date

Previous inspection date

7 July 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good understanding of how to manage any safeguarding concerns they may have about children in order to protect their welfare.
- All children make good, and sometimes better, progress. Staff provide challenging activities which are precisely planned to build on what children already know or can do.
- Staff are successful in involving parents in their children's learning. Parents contribute to the planning of activities and staff offer practical ideas for parents to use at home to support their children in learning the skills needed for when they go to school.
- Children behave well and staff are clear and consistent when setting behavioural boundaries. Staff promote the use of good manners and explain why it is important to respect others.
- Children learn good hygiene routines and enjoy healthy snacks. Parents are given guidance to help them provide healthy foods in their child's lunch box that meet their dietary needs.
- Effective partnerships have been established with other settings, professionals and agencies. This promotes continuity of children's well-being and learning, as well as providing any additional expertise needed to support children's good progress.

It is not yet outstanding because:

- Some daily routines are not used to best effect, in order to promote children's self-help skills and provide opportunities for them to help others.
- Methods for staff to pass on the skills and knowledge they gain from training to other staff are not always highly effective.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to learn self-help skills and gain an awareness of the importance of helping others
- review how staff share information, gained through attending training, with other staff.

Inspection activities

- The inspector viewed the areas of the premises used by children.
- The inspector checked the qualifications of the manager and staff, along with evidence of the suitability of adults working on the premises.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- A joint observation was carried out by the inspector and the manager.
- The inspector looked at children's records, planning documentation and a range of other documents, including policies and procedures.
- The inspector and the manager discussed the ways in which the manager reflects on practice and makes plans for continuous improvement.

Inspector

Jennifer Kennaugh

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff respond quickly to children's interests and spontaneous events to further motivate them to learn. Children notice birds in the trees and staff provide binoculars for them to use, while also encouraging them to look at aeroplanes. Staff skilfully use children's play and what they say to guide their learning. They promote children's communication skills and talk about their interests. Staff also make good use of children's play to teach them about mathematical concepts, including opposites and size. Staff make effective use of group activities to extend children's communication and language skills. Staff group children effectively so that they can learn from more-able children. Staff also make sure that children who are making rapid progress are challenged by activities, so that they sustain this level of learning. Effective teaching means that children with special educational needs and/or disabilities and children who speak English as an additional language quickly progress from their starting points.

The contribution of the early years provision to the well-being of children is good

Children are happy, confident and settled, and benefit from their key person having a good knowledge of their care needs. Children are motivated to learn and staff praise their efforts and successes. They learn self-help skills and identify their name cards on arrival and place them over pegs, before hanging up their belongings. However, at snack and lunch times staff are sometimes too quick to step in to complete simple tasks without giving children the opportunity to try to do things for themselves or each other. Children test their coordination and develop their physical skills during daily outdoor play. They use the climbing frame and run around obstacles and up small slopes, learning how to take small risks while enjoying being active. Activities offered outdoors frequently reflect those offered indoors. Children who learn best while outside benefit from these activities and have a greater motivation to learn.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff implement the requirements of the Early Years Foundation Stage effectively in order to provide a good standard of care and teaching. Staff make effective use of the skills gained through their qualifications, to promote children's good progress. The manager provides regular supervisions and ongoing support for staff to build on their existing qualifications and to enhance their teaching skills. However, new skills and information gained during training sessions are not always successfully shared with other staff to allow all staff to benefit from this increased knowledge. The manager monitors children's progress closely and also regularly checks the rigour of planning for children's learning. There are effective systems in place to identify any gaps in children's learning, in order to narrow these. The manager strives for excellence and reflects on their practice in order to identify where improvements can be made.

Setting details

Unique reference number	EY456867
Local authority	Salford
Inspection number	929132
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	35
Name of provider	Caterpillar Corner Community Interest Company
Date of previous inspection	Not applicable
Telephone number	07585 571470

Caterpillar Corner was first registered in 2012 and re-registered in 2013 due to a change to the registered provider. It is situated in the Broughton area of Salford, Greater Manchester. The setting operates term time only, from 9.30am to 2.30pm, Mondays to Fridays. The setting employs eight staff, including the manager, of whom two are qualified to level 3 and six are qualified to level 2. The setting provides funded early education for two- and three-year-olds.

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